DOCUMENT RESUME

ED 107 793 CE 003 887

TITLE	Highway Safety Program Manual: Volume 4: Driver Education:
INSTITUTION	National Highway Traffic Safety Administrati (DOT), Washington, D. C.
PUB DATE	Sep 74
NOTE	56p.; For related documents, see CE 00 3-901
AVAILABLE FROM	Superintendent of Documents, U. S. Go nment Printing Office, Washington, D. C. 20402 (Stock Number 5003-00186, $1.55)
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Driver Education; Evaluation Criteria; Federal Legislation; *Federal Programs; Financial Support; *Guidelines; Local Government; Objectives; Policy; Program Evaluation; Reports; State Government; State Programs; *Traffic Safety
IDENTIFIERS	*Highway Safety

ABSTRACT

Volume 4 of the 19-volume Highway Safety Program Manual (which provides guidance to State and local governments on preferred highway safety practices) focuses on driver education. The purpose and specific objectives of the driver education program and general policies regarding driver education derived from the Federal standard are described. Program development and operations (State administration, course content, State approval and licensing procedures, preparation and qualification of teachers and instructors, and an outline of research and development) are described. Program evaluation criteria and guidelines for attaining program objectives are presented. Procedures for filing operational, management information, program evaluation, and National Highway Safety Bureau reports are specified. The role of local government is outlined. Funding criteria for 402 driver education projects are listed. Appendixes consist of the Highway Safety Program Standard Four, Driver Education; a glossary of definitions; references; a list of representative projects; and a list of resource organizations. (NH)

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Highway Safety Program Manual NO. 4

Driver Education

SEPTEMBER 1974

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U.S. DEPARTMENT OF TRANSPORTATION

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

HIGHWAY SAFETY PROGRAM MANUAL

VOLUME 4

DRIVER EDUCATION

This manual is designed as a guide for States and their political subdivisions to use in developing highway safety program policies and procedures. It does not supersede the requirements of Highway Safety Program Standard No. 4.

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 - Price $1.55
Stock Number 5003-00188

FOREWORD

As part of the Highway Safety Program Manual, this volume is designed to provide guidance to State and local governments on preferred highway safety practices. Volumes comprising the Manual are:

0. Planning and Administration
1. Periodic Motor Vehicle Inspection
2. Motor Vehicle Registration
3. Motorcycle Safety
4. Driver Education
5. Driver Licensing
6. Codes and Laws
7. Traffic Courts
8. Alcohol in Relation to Highway Safety
9. Identification and Surveillance of Accident Locations
10. Traffic Records
11. Emergency Medical Services
12. Highway Design, Construction, and Maintenance
13. Traffic Engineering Services
14. Pedestrian Safety
15. Police Traffic Services
16. Debris Hazard Control and Cleanup
17. Pupil Transportation Safety
18. Accident Investigation and Reporting

The volumes of the Manual supplement the Highway Safety Program Standards and present additional information to assist State and local agencies in implementing their highway safety programs.

The content of the volumes is based on the best knowledge currently available. As research and operating experience provide new insights and information, the Manual will be updated.

The volumes of the Highway Safety Program Manual deal with preferred highway safety practice and in no way commit the Department of Transportation to funding any particular program or project.

Many expert organizations and individuals at all levels of government and in the private sector contributed heavily in the preparation of the volumes of the Manual. The Department appreciates greatly this help in furthering the national program for improving highway safety for all Americans.

U.S. DEPARTMENT OF TRANSPORTATION
NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

HIGHWAY SAFETY PROGRAM MANUAL

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NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

HIGHWAY SAFETY PROGRAM MANUAL

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I. INTRODUCTION

There is a recognized national need for expanding and greatly improving driver education in school systems and in commercial driving schools. This volume is designed to assist the States in initiating, expanding, and improving driver education programs as outlined in the adopted national Standard for this area of highway safety.

II. PURPOSE

Driver education seeks to develop safe and efficient drivers who understand the essential facets of evolving traffic safety programs and who participate in the traffic environment in a manner that enhances the effectiveness of such programs.

III. SPECIFIC OBJECTIVES

The specific objectives of the driver education program emanating from Section 402 of Title 23, U.S.C., are to ensure that

A. Every youth who reaches the minimum driver licensing age has the opportunity to enroll in a course of instruction approved by the responsible State agency or agencies that will enable him to drive as skillfully and as safely as possible.

B. Commercial driving schools achieve and maintain a prescribed level of instruction for beginning drivers.

C. Adult beginners are provided with the opportunity to receive driver education.

D. A variety of courses, with appropriate emphasis on retraining of problem drivers, is available.

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The basic national legislative authority for the Program Standard on driver education is contained in Chapter 4 of Title 23, U.S.C. (hereinafter referred to as the Highway Safety Act of 1966), which states in Section 402(a):

> "Each State shall have a highway safety program approved by the Secretary, designed to reduce traffic accidents and deaths, injuries, and property damage resulting therefrom. Such programs shall be in accordance with uniform standards promulgated by the Secretary. Such uniform standards shall be expressed in terms of performance criteria. Such uniform standards shall be promulgated by the Secretary so as to improve driver performance (including, but not limited to, driver education . . .)."

Section 402(b)(1)(E) of Title 23, U.S.C., supports the basic authority by stating that:

> "The Secretary shall not approve any State highway safety program under this section which does not. . . provide for comprehensive driver training programs, including (1) the initiation of a State program for driver education in the school systems or for a significant expansion and improvement of such a program already in existence, to be administered by appropriate school officials under the supervision of the Governor as set forth in subparagraph (A) of this paragraph; (2) the training of qualified school instructors and their certification; (3) appropriate regulation of other driver training schools, including licensing of the schools and certification of their instructors; (4) adult driver training programs and programs for the retraining of selected drivers; and (5) adequate research, development and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use."

Pursuant to this authority, the Department of Transportation has issued Highway Safety Program Standard 4, Driver Education, which is reproduced in Appendix A of this volume for reference.

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I. INTRODUCTION

It is the policy of the Department of Transportation (DOT) to encourage and actively support the development and operation of comprehensive State driver education programs.

II. POLICIES

A. Policies regarding driver education which are derived from the Standard are

1. Courses in driver education are applicable to

a. Youths of licensing age who are enrolled in a school system.

b. Out-of-school youths of licensing age.

c. Adult beginning drivers.

d. Drivers who are referred to a driver education course by a court or an appropriate governmental agency.

e. Drivers who need retraining in driving knowledge and skills.

2. Driver education, as taught in school systems and in commercial driving schools, should be standardized and improved to the greatest practical extent in the following areas:

a. Course content.

b. Minimum certification or licensing requirements for teachers and instructors.

c. Methods of instruction.

d. Course structure and time allotment.

e. Adequacy of physical facilities, equipment, and instructional materials.

f. Criteria for successful course completion.

g. Student records.

3. The State education agency should administer and supervise the driver and traffic safety education programs provided by school systems and should assure that every school age youth has the opportunity to enroll in a driver education course.

4. An appropriate State agency or agencies should license commercial driving schools, administer the licensing or certification of their instructors, and supervise the operation of and the instruction provided by such enterprises. Designation of the specific agency or agencies should be by the individual State.

5. In the jurisdictions where the quality of instruction in commercial driving schools is maintained at a level which is equal or superior to that of driver education in school systems, youths of licensing age enrolled in the school system should be given the option of obtaining driver education through such commercial driving schools.

B. The following policy will apply to driver education planning for preparation of the Comprehensive Plan and Annual Work Program:

To provide a uniform effort for the State driver education program, all subelement plan activities pertaining to driver education should be coordinated through the State Education Department prior to approval by the Governor and forwarding to NHTSA.

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IX. Qualifications for Commercial Driving School Instructors
X. Preparation of Driver Education Teachers
XI. Preparation of Commercial Driving School Instructors
XII. Research and Development

I. PROGRAM RATIONALE

A. Driver education as presented in this volume is based on the purpose and the specific objectives described in Chapter I and reflects the DOT policies discussed in Chapter III. Existing knowledge and capabilities are necessarily used as a starting point for expansion of these objectives into a realistic Program. A further constraint to development of a nationally consistent Program is the present diversity of driver education as practiced in the States. For example,

1. Several States have highly developed driver education programs in their school systems with student enrollments approaching 100 percent of those eligible.

2. Other States have not instituted complete programs and have enrolled only a small percentage of those eligible.

3. A number of leading commercial driving schools have excellent personnel and equipment and enjoy a good reputation in the States in which they operate.

4. Other commercial driving schools have not met minimum standards with respect to course content and level of student preparation.

B. In developing a Program suitable for application on a national basis, a dual approach has been followed:

1. Minimum guidelines for certain Program aspects such as time allotment, scheduling practices, and use of teaching tools are specifically stated. Adherence to these guidelines is strongly recommended to fulfill the intent of the Standard on Driver Education.

2. In regard to several Program aspects such as time allotment, higher achievement levels are presented. Some school systems and commercial driving schools now meet or exceed these higher levels. Others should consider them as goals for program improvement as time and financial considerations permit.

C. An additional specific problem exists as follows:

1. A difference in program emphasis often exists between the school systems and the commercial driving schools. The school system programs have attempted to address the total problem of driver and highway safety education as it relates to the overall development of school age youths. In contrast to this education-oriented approach, many commercial driving schools have sought to cover driving fundamentals conveniently and economically. Substantial differences in course content have developed from this fundamental difference in program emphasis. Attempts to reconcile these differences have not been successful in the past. Furthermore, however, neither commercial nor school system driver education courses have yet done an adequate job of covering certain aspects of crash avoidance (for example, skid control); and attention to vehicle and highway crash design and to the role of postcrash highway safety activities has been sparse.

2. A sequential approach to elimination of such differences and inadequacies should be foremost in the minds of State program planners. The approach should take into

consideration the existing capabilities and interests of both the school systems and the commercial driving schools. At the same time, it should move toward a common minimum level of instruction and content in all driver education programs.

II. PROGRAM AVAILABILITY TO ALL YOUTH OF LICENSING AGE

To be deemed in compliance with the availability requirement, the total enrollment figure must be either (1) in excess of 75 percent of eligible students enrolled in secondary schools; or (2) at least a 10 percentage point increase in the enrollment figure over the previous fiscal year. The "eligible" student figure will be based on the computed number of persons who, during the concerned fiscal year, reached the minimum age of receiving a provisional or regular license to operate a motor vehicle on public streets or highways. For example, consider a State in which the minimum legal driving age is 16 years. The number of live births in that State 16 years prior, less 5 percent attrition, will be used as the number of eligible students. Such figures are available from the State Department of Public Health; the Department of Health, Education, and Welfare; and the Bureau of Vital Statistics.

III. STATE ADMINISTRATION

Program development, coordination, and improvement should be initiated by providing for the following activities and responsibilities at the State level:

A. The State education agency should assume primary responsibility for assuring that every school age youth has the opportunity to enroll in a driver education course provided by a school system. The State education agency should also assure that driver education teachers under its jurisdiction are certificated, employed, and assigned (giving full consideration to course scheduling) in accordance with the practice for other subjects in the curriculum. In executing these responsibilities, the State education agency should provide for the following specific activities:

1. Developing and distributing a current driver education curriculum guide for school systems within the State.

2. Reviewing and approving or disapproving school system driver education programs on an annual basis.

3. Providing school systems with technical assistance in driver and highway safety education at all grade levels.

4. Establishing and implementing requirements for certification of driver education teachers.

5. Providing advisory services to help commercial driving school courses meet the minimum requirements established by the agency(ies) given jurisdiction for their licensing.

6. Offering advisory services to institutions of higher education to assist in the development and improvement of teacher preparation programs in driver education.

7. Encouraging teachers in the field to improve their professional competence by participating in in-service and graduate degree education.

8. Providing information necessary for program development and research activities to DOT.

9. Taking appropriate remedial action when school system driver education programs or teachers are not meeting established criteria.

10. Using a full-time, qualified staff of the State education agency to supervise and coordinate driver education activities in school systems. Important characteristics of this supervisory program are as follows:

    a. The primary purpose of the staff is to initiate, improve, and expand driver and highway safety education program in the school systems. Numerous methods have been employed by States to expand their driver education programs. Typical methods used are reimbursement to school systems for every student completing the driver education course, special financial support for driver education teacher salaries, and the employment of mass teaching techniques; i.e., driving simulators and/or multiple car

driving ranges. The foregoing is not an exhaustive list of methods available to a State in meeting the standard requirement. However, these methods will assist the State in its attempt to provide driver education for all youths of licensing age.

b. Staff members who act in a supervisory capacity at the State or district level should

(1) Hold an advanced degree in school administration, driver education, safety education, or a related field.

(2) Be eligible for certification as a driver education teacher.

(3) Have teaching experience.

B. The designated State agency or agencies should assume primary responsibility for assuring that commercial driving schools and any other businesses or persons that, for compensation, provide or plan to provide instruction in the operation of a motor vehicle are duly licensed and continue to meet prescribed State standards, including licensing or certification of all instructors. In executing this responsibility, the designated State governmental agency or agencies should ensure that

1. Each commercial school is licensed according to standards established by the responsible State agency or agencies.

2. Each commercial school and its instructors are given advice and information to assist in improving courses consistent with the standards.

3. Appropriate remedial action is taken in cases where a commercial school is not complying with established State regulations.

4. Each instructor who is employed or otherwise sponsored by a commercial school is licensed or certificated.

5. Appropriate remedial action is taken in cases where an instructor who is employed or otherwise sponsored by a commercial school is not complying with established State regulations.

6. Information is made available as necessary to the designated State agencies for the following purposes:

   a. Determining that prescribed standards are being adhered to.

   b. Conducting research and program development activities.

7. An adequate staff is provided at the State level to assist and supervise commercial driving school activities.

C. In cases where two agencies, such as the State education agency and the State licensing agency, share responsibility for driver education in school systems and commercial driving schools, the specific responsibilities of the two agencies and the details of their relationship should be determined by the individual State.

D. An advisory committee on driver education should be established in each State. The essential characteristics of this committee should be as follows:

1. The purpose of the committee is to act as a resource base for the establishment of State policies and regulations concerning driver education.

2. Agencies represented on this committee should include, but not be limited to

   a. State education agency.

   b. State licensing agency.

   c. State law enforcement agency.

   d. State health agency.

3. The specific responsibilities of this committee should be determined by the individual State.

E. When commercial driving schools provide instruction in driver education for youths of licensing age enrolled in the school system, the State agency with primary legal responsibility for licensing and regulating commercial driving schools and their instructors should require that

1. All instructors of such students meet minimum standards for certification established in consultation with the State education agency by the agency with such primary responsibility.

2. Each person of licensing age enrolled in the school system who receives instruction by a commercial driving school is enrolled in a driver education course that has been approved by the State licensing agency in consultation with the State education agency. The minimum standard should include

a. Coverage of course content.

b. Course structure.

c. Time allotment.

d. Adequacy of facilities, equipment, teaching materials, and methods.

e. Record and evaluation procedures.

F. When a commercial driving school provides instruction in driver education for persons not enrolled in the school system, the State agency with primary legal responsibility for licensing and regulating commercial driving schools and their instructors should require that

1. All instructors who are employed or otherwise engaged by the school are licensed or certificated in accordance with minimum requirements established by that State agency.

2. Course content satisfies the criteria outlined in paragraphs 4 and 5 of this chapter.

IV. BASIC COURSE CONTENT

A. All classroom and laboratory student learning experiences in driver education should take place under the supervision of teachers or instructors who are certificated or licensed as applicable by the designated State agency or agencies. Instruction should treat, but not be limited to, the following areas of study:

1. Basic and advanced driving maneuvers.

2. Perceptual and decision-making techniques.

3. Rules of the road, State laws, and local ordinances.

4. Signs, signals, highway markings, and highway design innovations which require understanding for optimum performance.

5. Operation of motor vehicles on streets and highways, with emphasis on techniques that will aid the driver in avoiding crashes. This should specifically include training in handling driving emergencies, including hydroplaning and skid avoidance and recovery.

6. The vehicle, highway, and community features

   a. That aid the driver in avoiding crahses.

   b. That protect him and his passengers in crashes. (This should include thorough introduction to the purposes and nature of vehicle and highway crash design.)

   c. That maximize the salvage of the injured.

7. Special characteristics of urban, rural, and expressway driving.

8. Preventive maintenance, with emphasis on motor vehicle systems and subsystems that are critical to safe operation.

9. The characteristics, recognition, and avoidance of child, intoxicated, and elderly pedestrians.

10. The characteristics, recognition, and avoidance of motorcyclists and of child and adult bicyclists.

11. First aid.

B. Courses can be improved through the use of audiovisual teaching aids, multimedia arrangements, television, off-street multiple car driving ranges, and driving simulators approved by the designated State agency or agencies.

V. SPECIFIC COURSE CRITERIA

A. Driver education courses in school systems and commercial driving schools are applicable to three types of students:

1. Beginning school age youths.

2. Beginning adults.

3. Licensed drivers who need retraining.

B. Driver education courses offered to all three types of students should satisfy the following criteria:

1. Courses are to be based on current curriculum guides promulgated by the appropriate State agency or agencies.

2. Courses are to be approved by the designated State agency or agencies.

3. Laboratory instruction is to be provided only to students who have completed or who are currently participating in the classroom phase.

4. Practice driving vehicles are to be equipped according to standards established by DOT and are to be covered by insurance sufficient to protect the schools, teachers, students, and the public. (Instructors and all students in actual vehicles should be restrained by safety belts at all times.)

5. Individual student records are to be compiled as prescribed by the designated State agency or agencies. They are to be maintained for 10 or more years after course

completion and are to be readily available for examination for research and other purposes by authorized representatives of the State.

C. Driver education courses offered to beginning school age youths by school systems should satisfy the following criteria, in addition to those described in paragraph B above:

1. Courses are to be offered at that grade level or age level where most students are closely approaching or have recently reached the licensing age.

2. Courses in school systems are to be provided at such times that every student has the opportunity to enroll.

3. The recommended course is to consist of the equivalent of a full semester of instruction (90 class hours), including at least 6 clock hours of behind-the-wheel instruction (part of which may be undertaken in equivalent State-approved programs utilizing simulators and/or ranges).

4. The minimum course is to consist of at least 30 clock hours of classroom instruction and at least 6 clock hours of behind-the-wheel instruction (part of which may be undertaken in equivalent State-approved programs utilizing simulators and/or ranges). This course is to be scheduled over at least 6 calendar weeks.

5. No student should receive more than 1 hour of classroom instruction and 1 hour of behind-the-wheel instruction in a practice driving vehicle during any 24-hour period.

D. The driver education standard is explicit in its expression of support for adult driver education programs. These programs are to be provided for adult beginner drivers as well as for those drivers requiring retraining. States can provide adult programs through high school driver education as well as through the traffic court referral system. In addition to reaching 75% of eligible youth, States should exert effort to initiate or expand adult programs. Further, adult programs directed toward beginner and/or court referred drivers should receive priority over other types of adult driver education programs; i.e., special training for police, firemen, etc.

Subelement plans containing adult driver education programs shall be reviewed in accordance with the aforementioned guidelines. Driver education courses for beginning adults, including those conducted by commercial schools, should satisfy the following criteria in addition to those described in paragraph B above.

1. Course content is to be similar to that provided for beginning school age youths.

2. The recommended course is to consist of at least 30 clock hours of classroom instruction and 6 clock hours per student of behind-the-wheel instruction (part of which may be undertaken in equivalent State-approved programs utilizing simulators and/or ranges).

3. The minimum course is to consist of at least 10 clock hours of classroom instruction and 6 clock hours per student of behind-the-wheel instruction (part of which may be undertaken in equivalent State-approved programs utilizing simulators and/or ranges).

4. No student should receive more than 2 hours of classroom instruction and 2 hours of behind-the-wheel instruction in a practice driving vehicle during any 24-hour period.

5. All courses should be scheduled over a period of at least 3 calendar weeks.

VI. STATE APPROVAL OF COURSES IN SCHOOL SYSTEMS

The following criteria should be used as the basis for State education agency approval of driver education courses offered in school systems:

A. The course content, time allotment, teaching materials, and planned instructional techniques are to meet or exceed the guidelines promulgated by the State education agency.

B. The number of certificated driver education teachers is to be adequate to accommodate the anticipated number of enrollees.

C. Managerial and scheduling procedures, including supervision, are to be adequate to ensure that required standards of operation will be met on a continuing basis.

D. Physical facilities necessary to conduct driver education are to be provided.

E. Each student is to receive, within 2 years prior to enrollment, a physical examination as a prerequisite to in-car instruction in driver education. A report of the examination is to be on file in the school system and is to be treated as a confidential medical record and considered appropriately by the concerned school administrators and teachers. (In addition, pathology found should be the basis of referral to appropriate medical care.)

F. Insurance with coverage as described in paragraph 5B of this chapter is to be in force.

VII. STATE LICENSING OF COMMERCIAL DRIVING SCHOOLS

Commercial driving schools should be included in the total driver education program. It is the Congressional intent that there be some degree of participation by commercial driving schools in a State's driver education program and that the responsible State agency govern the certification and licensing of commercial driving schools and their instructors. The following criteria should be used as the basis for licensing of commercial driving schools by the designated State agency or agencies.

A. The course content, time allotment, teaching materials, and planned instructional techniques are to meet or exceed the guidelines promulgated by the designated State agency or agencies.

B. All instructors employed or otherwise engaged by the school are to be licensed or certificated.

C. Managerial and scheduling procedures, including supervision, are to be adequate to ensure that required State standards of operation will be met on a continuing basis.

D. Physical facilities necessary to conduct driver education are to be provided.

E. Each student is to receive, within 2 years prior to enrollment, a physical examination as a prerequisite to in-car instruction in driver education. A statement from the examining physician

as to whether the student meets the licensing standards of the licensing agency should be on file in the commercial driving school and is to be treated as a confidential medical record.

F. Insurance with coverage as described in paragraph 4B of this chapter is to be in force.

VIII. QUALIFICATIONS FOR DRIVER EDUCATION TEACHERS

A. Prospective school system driver education teachers should have the following basic qualifications:

1. The necessary physical and mental capabilities for teaching in this field.

2. A bachelor's degree or its equivalent from an accredited institution of higher education.

3. A valid driver's license from the State in which they plan to teach.

4. A satisfactory driving record as defined by the State education agency in cooperation with the State licensing agency. In addition, prior to being judged qualified, and annually thereafter, the State education department should supply to the motor vehicle licensing department the names of all driver education teachers, and should in return receive the driving record of each for evaluation to help determine their suitability to continue to serve as teachers of driver education. The record check should include checking with the National Driver Register.

B. In addition to these basic qualifications, prospective school system driver education teachers should have successfully completed the following college level courses prior to certification:

1. Required courses, totaling at least 12 semester hours, including

	Semester Hours
a. Introduction to safety education	3
b. Driver and highway safety education	9

2. Required courses should include attention to the dual-control car plan, driving simulation systems, multiple-car driving ranges, multimedia systems, research, teaching materials, and literature in the field.

3. Elective courses in the behavioral sciences, including fields such as

   a. Sociology.

   b. Social psychology.

   c. Abnormal psychology.

4. Other related courses which deal with

   a. Traffic law enforcement.

   b. Street and highway engineering.

   c. Legislation.

   d. Driver licensing.

   e. Traffic management.

   f. Auto mechanics.

   g. Vehicle safety equipment.

   h. First aid.

   i. Audiovisual educatio

   j. Pedestrian safety.

   k. Communications.

C. Additional preservice preparation should provide the prospective driver education teacher with experiences in

1. Classroom and laboratory teaching techniques through formal instruction and supervised student teaching.

2. Teaching specific driving knowledge.

3. Teaching advanced skills such as those required for handling driving emergencies.

D. Where possible, the prospective driver education teacher's academic preparation should be directed to the specific field of driver and highway safety education.

IX. QUALIFICATIONS FOR COMMERCIAL DRIVING SCHOOL INSTRUCTORS

A. Prospective commercial driving school instructors should have the following basic qualifications:

1. Age 21 or older.

2. The necessary physical and mental capabilities for teaching in this field.

3. A high school education.

4. A valid driver's license from the State in which they plan to instruct.

5. A satisfactory driving record, as defined by the designated State agency or agencies.

B. In addition to these basic qualifications, prospective commercial driving school instructors should have successfully completed driving instructor courses, approved by the designated State agency or agencies, as follows:

1. A minimum of 80 clock hours of formal classroom and laboratory preparation for eligibility to teach both laboratory and classroom phases.

2. A minimum of 40 clock hours of formal classroom and laboratory preparation for eligibility to teach the laboratory phase only.

C. The prospective instructor's background should also include specific knowledge of the required specific and general course content and of the following:

1. The dual-control car plan.

2. Driving simulation systems.

3. Multimedia systems.

4. Research.

5. Teaching materials.

6. Literature in the field.

D. Periodic checks on the driving record of each instructor should be made with the State driver licensing agency and the National Driver Register.

E. Each commercial driving school should be held responsible for supervision of all instructors it employs and for determining that instructors meet the criteria described above.

X. PREPARATION OF DRIVER EDUCATION TEACHERS

A. Responsibility for the preparation of school system driver education teachers should be assumed as follows:

1. The State education agency should establish specific criteria designed to implement the general level of teacher preparation described in paragraphs 8B and 8C of this chapter.

2. Institutions of higher education should provide necessary courses of instruction in teacher preparation at the undergraduate and graduate levels. The program of instruction should enable each student to gain an understanding of a basic body of knowledge together with the general and special methods of teaching the subject.

B. Institutions of higher education should also provide adequate classroom and laboratory facilities, including automobiles that are adequately insured and are equipped according to DOT standards. The facilities and equipment should enable prospective teachers to acquire knowledge of and experience with

1. Automobiles that are properly equipped for driver education.

2. Off-street multiple car driving ranges and simulation equipment.

3. Audiovisual equipment, multimedia arrangements, television, and other appropriate instructional materials.

C. Courses at the undergraduate level should be selected from the social sciences, the physical sciences, the behavioral sciences, as well as the driver and safety education curriculum.

XI. PREPARATION OF COMMERCIAL DRIVING SCHOOL INSTRUCTORS

Responsibility for commercial driving school instructor preparation should be assumed as follows:

A. The designated State agency or agencies should establish specific criteria for the levels of preparation described in paragraphs 9B and 9C of this chapter.

B. Institutions of higher education in the State should provide regular, special extension, and/or evening school courses of instruction as necessary to fulfill these criteria.

C. These courses of instruction should be made readily available to enable efficient and economical mastery of the knowledge and methods necessary to the successful preparation of commercial driving school instructors.

D. Courses provided by institutions of higher education for commercial driving school instructors who will teach school age youths should be in conformance with paragraphs 8B and 8C of this chapter.

XII. RESEARCH AND DEVELOPMENT

Each State should have a research and development program which draws upon institutions of higher education and other available resources. Such a program should be designed to

A. Identify techniques, procedures, or the content of courses which have been successful.

B. Develop specific plans for implementing identified course features that would result in program improvement.

C. Evaluate the effect of program alterations to determine the need for further research.

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CHAPTER V. PROGRAM EVALUATION	September 1974

Par. I. Purpose of Evaluation
II. Criteria for Evaluation
III. Schedule for Attainment of Program Objectives

I. PURPOSE OF EVALUATION

A. Evaluation of driver education programs will provide a basis for continued updating and expansion. Each State will benefit from a regular evaluation of its programs in the following ways:

1. Planning at the State and local levels will be improved when deficiencies in existing programs are identified.

2. Best use of available funds will be made through application of knowledge of the strengths and weaknesses of present programs.

3. Areas where research attention is needed at the State and local levels will be identified.

B. DOT will be able to use the results of State evaluation to

1. Provide States with information regarding experience in other geographical areas.

2. Identify and meet selected priority research needs.

3. Improve the content of the volume on driver education through periodic revision.

II. CRITERIA FOR EVALUATION

A. The use of uniform criteria in evaluating driver education will

1. Enable each State to make meaningful comparisons of the driver education programs conducted within its jurisdiction.

2. Permit accurate and consistent analysis by DOT of driver education on a nationwide basis.

B. The program shall be evaluated by the State continuously and the National Highway Traffic Safety Administration shall be provided with an evaluation summary annually. The State evaluation process should be based upon the following:

1. Clear concise statement of objectives and purpose which are observable and measurable.

2. Driving performance measures based upon real-world performance criteria (driving task analysis).

3. Driving performance measures reflecting performance in common and critical situations.

4. Driving skill level necessary for entry into the highway transportation system.

The State evaluation program should demonstrate the degree to which driver education courses are achieving the central purpose, as stated in Chapter I of this volume.

C. Because of the desirability of a degree of uniformity, the following quantitative criteria should be used by each State in evaluating its driver education program:

1. Until scientifically based research evidence as to the precise influence of driver education on drivers' violation and crash experience becomes available nationally, program effectiveness should be measured in terms of the number of drivers who successfully complete a driver education course.

2. Program costs are the direct and indirect costs incurred in establishing and conducting the program.

   a. In school systems, program costs are all expenditures necessary to

      (1) Compensate driver education teachers and administrative staff, including activities at the State level.

      (2) Amortize capital investment in physical facilities and other fixed assets.

      (3) Purchase necessary services, instructional materials, and expendable items.

      (4) Defray other costs, such as personnel training.

   b. In commercial driving schools, program costs are all expenditures which are

      (1) Necessary to support the needed administrative staff at the State level.

      (2) Incurred by students in obtaining driver education from private sources.

3. The cost effectiveness of the driver education program should be determined by comparing the program effectiveness with program costs.

4. Program evaluation is the process of identifying items (1) and (2) and determining their relationship as described in (3).

D. During a fiscal year States should either

1. Make a driver education course available to every beginning driver, as evidenced by actual enrollment of 75 percent or more of drivers who reach the minimum licensing age, or

2. Exhibit at least a 10 percentage point increase in enrollment over the previous fiscal year.

E. The answers to the following series of questions should provide a qualitative indication of the degree of attainment of State program objectives

1. Are State-approved driver education courses

   a. Based on a current curriculum guide approved by the designated State agency or agencies?

   b. Taught by persons certificated or licensed by the designated State agency or agencies as qualified for the teaching of driver education?

   c. Composed of both classroom and laboratory instruction with time allotment and content in accordance with recommendations outlined in Chapter IV of this volume?

2. Are commercial driving schools and their respective instructors licensed in accordance with criteria adopted by the designated State agency or agencies?

3. Is there a variety of types of driver education courses available to meet the various needs of adults and youths?

4. Is there a continuing State research and development plan designed to expand and improve instruction in driver education?

III. SCHEDULE FOR ATTAINMENT OF PROGRAM OBJECTIVES

States should use the following guidelines in establishing their schedules for attainment of program objectives:

A. States should be prepared to evaluate their driver education programs and report the results of their evaluation to the National Highway Traffic Safety Administration (NHTSA) as described in this chapter and Chapter VI of this volume within one year after its issuance.

B. Institutions of higher education should be organized to prepare teachers and instructors in accordance with the provisions of Chapter IV of this volume within two years after its issuance.

C. States should be organized to administer driver education programs in accordance with the provisions of Chapter IV of this volume within two years after its issuance.

D. School systems should be prepared to teach driver education in accordance with the provisions of Chapter IV of this volume within three years after its issuance.

E. Commercial driving schools should be prepared to teach driver education in accordance with the applicable provisions of Chapter IV of this volume within three years after its issuance.

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Par.
I. Introduction
II. Operational Reports
III. Management Information Reports
IV. Program Evaluation Reports
V. Reports to the National Highway Safety Bureau

I. INTRODUCTION

Information relative to driver education must satisfy operational and managerial needs and requirements for program evaluation. Operational, management information, and program evaluation reports, as described in the following paragraphs, should be made to the designated State agencies.

II. OPERATIONAL REPORTS

A. Course completions should be reported in each State as follows:

1. School systems should report successful driver education course completions to the State education agency.

2. Commercial driving schools should report successful driver education course completions to the designated State agency or agencies.

B. In States where completion of a driver education course is a prerequisite for the issuance of a driver license, the State driver licensing agency should also receive reports of successful course completions.

III. MANAGEMENT INFORMATION REPORTS

A. School systems should report the following information to the State education agency annually:

1. Description of driver education courses offered within the system, including documentation of departures from established minimum State standards required for course approval.

2. Roster of driver education teachers and administrators, including their respective qualifications and certification status.

3. A comprehenisve description of the physical facilities available for driver education, including documentation of significant variances from the facilities required by the State.

4. A summary of enrollments and course completions, categorized by type of student (beginner, adult, etc.).

B. Commerical driving schools should report the following information to the designated State agency or agencies at the end of each fiscal year:

1. Description of course or courses offered by the school, including documentation of departures from established minimum State standards required for course approval.

2. Roster of instructors and school management personnel, including their respective qualifications and licensing or certification status.

3. A comprehensive description of the physical facilities available for driver education, including documentation of significant variances from the facilities required by the State.

4. A summary of course completions, categorized by type of student (beginner, adult, etc.).

IV. PROGRAM EVALUATION REPORTS

A. School systems should report program evaluation information discussed in Chapter V of this volume to the State education agency at the end of each fiscal year.

B. Commercial driving schools should report program evaluation information discussed in Chapter V of this volume to the designated State agency or agencies at the end of each fiscal year.

V. REPORTS TO THE NATIONAL HIGHWAY SAFETY BUREAU

A. It is the intent of the NHTSA to request an annual summary report from the State education agency. This report should

1. Provide all available statistical data in condensed form concerning driver education provided by school systems within the State.

2. Identify and discuss changes from the previous year in order to provide a basis for analysis of program trends and research needs.

B. The NHTSA also intends to request an annual summary report concerning commercial driving schools from the designated State agency or agencies. This report should

1. Provide all available statistical data in condensed form concerning driver education provided by commerical driving schools within the State.

2. Identify and discuss changes from the previous year in order to provide a basis for analysis of program trends and research needs.

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Par.
I. Responsibilities of Local School Systems
II. In-Service Education Within Local School Systems
III. Coordination at the Local Government Level

I. RESPONSIBILITIES OF LOCAL SCHOOL SYSTEMS

Local school systems are the local public agencies with responsibilities for implementation of driver education and training. School systems should

A. Provide each school age youth with an opportunity to enroll in a driver education course which has been approved by the State education agency.

B. Execute State standards for course content, teacher certification, and physical facilities.

C. Provide necessary information to the State education agency.

D. Identify areas in need of program development or research Attention.

E. Maintain records necessary for reporting to the State as described in Chapter VI of this volume.

II. IN-SERVICE EDUCATION WITHIN LOCAL SCHOOL SYSTEMS

A. In-service education in the management and teaching of driver education courses should be made available to the following staff members of local school systems:

1. Driver education teachers.

2. Teachers of all subjects.

3. Administrators of driver education programs.

B. Driver education teachers should have the qualifications and preparation described in Chapter IV of this volume. Local school systems should also provide for regular updating of driver education teachers in the following areas:

1. New developments in course content, teaching techniques, and instructional equipment.

2. Problems which are unique to the community or geographical area.

3. Program management problems, such as course scheduling.

C. Administrators of driver education programs should be competent in the following areas:

1. Program management.

2. Financial and contractual matters associated with driver education.

3. Integration of driver and highway safety education course material into the overall school system program.

4. Scheduling of driver education courses.

5. Assignment and utilization of driver education teachers.

6. Record keeping and report preparation.

D. Training of staff members should be reviewed annually to ensure that the most current information and techniques are being used and that driver education is integrated into the overall academic program to the fullest extent practicable.

III. COORDINATION AT THE LOCAL GOVERNMENT LEVEL

Local government officials with responsibility for driver education should make appropriate use of advisory services which are available from other local government agencies with responsibility for traffic safety.

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CHAPTER VIII. FUNDING CRITERIA FOR 402 DRIVER EDUCATION PROJECTS	September 1974

Par. I. Funding Application
II. Driving Simulators and Multiple-Car Driving Ranges
III. Facilities and Equipment
IV. Curriculum Guide

These criteria will be used by NHTSA personnel in approving State Annual Work Programs (AWP) and, specifically, driver education subelement plans.

I. FUNDING APPLICATION

Section 402 funds may be used for support of driver activities listed in Chapter IV, IB, of the supplement. Section 402 funds may also be used for driver education programs involving commercial driving schools when they are performing in the role of a contractor to a school district.

II. DRIVING SIMULATORS AND MULTIPLE-CAR DRIVING RANGES

Purchase and use of driving simulators, multiple-car driving ranges and multimedia equipment are authorized items in the driver education programs. It is recommended that individuals planning to provide instruction on this equipment be trained or that provisions be made for training in the operation of the equipment prior to its use.

III. FACILITIES AND EQUIPMENT

To receive funds for acquisition of driver education facilities and equipment for cooperative use of selected high schools, colleges, or universities, the following criteria must be met.

A. The task must be a part of the State's functional driver education program identified in its AWP.

B. Direct relationship must be shown between the persons receiving the training and the driver education functional area.

C. Plans should be made for identifying needs and expanding the teacher preparation program. The task should then be structured to include the identified secondary schools that will cooperate in the teacher preparation program. Thus, the facilities would serve a two-fold purpose: first, expand the local secondary schools' driver education programs to include experiences on driving simulators and ranges; and second, expand the university's teacher training program. It should be noted that the prime purpose of Section 402 funds is to expand, improve, and make driver education available to all eligible youth of licensing age.

D. In addition to the above, there must be assurance that the driver education teachers trained on these facilities are employed in the State driver education program. Undergraduate and graduate students receiving instructions in this program must plan to teach in the State because Section 402 funds are intended for use within the State program.

E. There must be assurance that equipment purchased will be used for the State's driver education program for the useful life of the equipment. The State should assume responsibility for equipment and maintain a record of such equipment. A plan whereby the State maintains the equipment and assures its continued use is approvable.

IV. CURRICULUM GUIDE

To obtain funds to improve and update curriculum guides which are essential to the success of a State's driver education program, guides must be updated periodically and must incorporate, as a minimum, the following items:

A. Basic and advanced driving techniques for handling emergencies, and for operating in rural, urban, expressways, and other special environments.

B. Rules of the road and other State laws and local motor vehicle laws and ordinances including signs, signals, highway markings, and the relation of highway design features to safe driving.

C. Proper maintenance of critical vehicle systems and components.

D. Proper use of vehicle safety features.

E. Proper actions to be taken in the event of a crash.

F. Procedures and practices for administering first-aid, with emphasis on the types of injuries most likely to be sustained during highway crashes.

G.. Pedestrian safety in which the characteristics of children, persons under the influence of alcohol and other drugs, and the elderly are contrasted with those of other pedestrian groups.

H. The role of alcohol and other drugs in highway safety and on driving performance.

APPENDIX A

HIGHWAY SAFETY PROGRAM STANDARD 4

DRIVER EDUCATION

PURPOSE

To ensure that every eligible high school student has the opportunity to enroll in a course of instruction designed to train him to drive skillfully and as safely as possible under all traffic and roadway conditions.

To ensure that commercial driver training schools achieve and maintain a corresponding level of instruction for beginning drivers with recognition of differences between the needs of adults and adolescents.

To provide education courses offering driving instruction to adults.

STANDARD

Each State, in cooperation with its political subdivisions, shall have a driver education and training program. This program shall provide at least that

I. There is a driver education program available to all youths of licensing age which

   A. Is taught by instructors certified by the State as qualified for these purposes.

   B. Provides each student with practice driving and instruction in at least the following:

      1. Basic and advanced driving techniques, including techniques for handling emergencies.

      2. Rules of the road and other State laws and local motor vehicle laws and ordinances.

      3. Critical vehicle systems and subsystems requiring preventive maintenance.

4. The vehicle, highway, and community features

   a. that aid the driver in avoiding crashes,

   b. that protect him and his passengers in crashes,

   c. that maximize the salvage of the injured.

5. Signs, signals, and highway markings, and highway design features which require understanding for safe operation of motor vehicles.

6. Differences in characteristics of urban and rural driving, including safe use of modern expressways.

7. Pedestrian safety.

C. Encourages students participating in the program to enroll in first aid training.

II. There is a State research and development program including adequate research, development, and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use.

III. There is a program for adult driver training and retraining.

IV. Commercial driving schools are licensed and commercial driving instructors are certified in accordance with specific criteria adopted by the State.

V. The program shall be periodically evaluated by the State, and the National Highway Traffic Safety Administration shall be provided with an evaluation summary.

APPENDIX B

GLOSSARY OF DEFINITIONS

This glossary defines those terms whose meanings may be unclear in the context in which they are used. These definitions are meant to apply only to the usage of these terms in this volume.

Adult - An individual 21 years of age or older who is not regularly enrolled as a student in a secondary school.

Appropriate School Authorities - Governmental entities which by State constitution or similar statutory enactment have been assigned primary responsibility for formal education. On the State level, the term refers to the State Department of Education, the State Department of Public Instruction. On the district, county, or local level, the term refers to the Office of the Superintendent of Schools, Board of Education, etc.

Approved Course - A driver education course approved by the designated State governmental agency or agencies. Courses provided by school systems are approved by the State education agency. Courses provided by commercial driving schools are approved by the State governmental agency (or agencies) that has been legally assigned responsibility by the State for licensing and regulating such schools and their instructors.

Behind-the-Wheel Instruction - An extension of classroom instruction which provides students with supervised learning experiences while operating a motor vehicle.

Class Hour - A scheduled period of instruction in a public or private school system that covers more than 40 consecutive minutes.

Clock Hour - Sixty minutes.

Commercial Driving School - Any business or any person that, for compensation, provides or plans to provide instruction in the operation of a motor vehicle, with the exceptions of recognized secondary schools and institutions of higher education.

Commercial Driving School Instructor - An individual who has been granted legal permission by the designated State governmental agency or agencies to engage in a driver instruction business or occupation as an employee of a commercial driving school.

Curriculum Guide - A publication which outlines or otherwise describes course content, teaching methods, and instructional materials that are in conformance with course objectives.

Driver Education - A course of study provided by a school system, institution of higher education, or commercial driving school that is designed to develop safer and more efficient drivers.

Driver Education Teacher - An individual who has been regularly certificated by the State education agency as qualified for the teaching of driver education in the school systems of the State.

Driving Simulator - Simulated driver compartments with realistic controls connected electronically to an interpretation device so that teachers may be aware of actions taken by students as they react to audiovisual presentations specifically prepared for such use.

Dual Control Car Plan - A driver education course in which the laboratory phase consists solely of student learning experiences in a motor vehicle equipped with special controls for instructor use when necessary.

Laboratory Instruction - An extension of classroom instruction which provides students with opportunities for traffic experiences under real and simulated conditions.

Licensing Age - The minimum age at which a person may obtain a legal permit to operate a motor vehicle as a regular motor vehicle operator.

Multimedia System - Programmed units of instruction utilizing audio-visual teaching devices such as motion pictures, film strips, slides, magnetic tape, records, etc. The system enables the teacher or instructor to check the performance of individuals and groups.

Off-Street Multiple Car Driving Range - A hard-surfaced area on which student-operated practice driving vehicles are used simultaneously to provide a portion of laboratory instruction under the direct supervision of one or more teachers. The area includes space for development of fundamental driving skills; road surfaces wide enough for two-way and multiple lane traffic; signs, curves, intersections, land markings, and merging and diverging traffic lanes; and an electronic or otherwise effective means of communication between teachers and students.

Out-of-School Youths - Persons from 15 through 20 years of age who are not regularly enrolled in a recognized public or private school system.

Preservice Teacher Education - Teacher preparation courses that lead to a bachelor's or undergraduate degree or to certification as a driver education teacher for those already holding such a degree.

Problem Drivers - Motor vehicle operators who have demonstrated a need for rehabilitative training. This need should be based on a record of convictions for moving violations of traffic laws and/or involvement in crashes on streets and highways. Criteria for determination of this need should be established by the designated State governmental agency.

Safety Education - The total school process of utilizing administration, instruction, and protection in a comprehensive program, reaching every grade level, designed to conserve human and material resources.

School Age Youths - Persons who have reached the minimum legal driving age, but have not reached their 18th birthday. If a legal definition has been established by the State, that definition should apply.

School System - A recognized educational institution or governmental entity at the district, county, or local level which, by State constitution or similar statutory enactment, has been assigned responsibility for formal education. In addition, the institution offers a course of study constituted of grade levels immediately below college entrance. Grade levels may include, but not be limited to, any combination of grades 9, 10, 11, and 12.

State Education Agency - The State governmental agency which by State constitution or statutory enactment has been assigned primary responsibility for education in the schools.

APPENDIX C

REFERENCES

The following is a selected list of references which may be helpful in implementing the programs specified in this volume. This list is not meant to be a bibliography of all the documents available in this field.

Publications

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Message from the President of the United States transmitting the First Annual Report on the Administration of the National Traffic and Motor Vehicle Safety Act of 1966, for the period September 9, 1966, to December 31, 1967. 90th Congress, 2d Session, House Document No. 310 (referred to the Committee on Interstate and Foreign Commerce on May 13, 1968). U.S. Government Printing Office, Washington, D.C. 20401 (1968).

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National Commission on Safety Education. A School Safety Education Program (1966). National Education Association, 1201 - 16th Street, N.W., Washington, D.C. 20036.

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APPENDIX D

REPRESENTATIVE PROJECTS

The State may wish to consider undertaking special projects designed to strengthen driver education programs, as, for example,

I. Expansion of Driver Education Supervisory Staff, State Department of Education

A. A State Department of Education should consider having a sufficient number of supervisors assigned to the field of driver education on a full-time basis. These supervisors should have responsibility for driver and highway safety education in public high schools and should provide consulting services for nonpublic schools. Such individuals should

1. Develop and implement minimum course standards.

2. Annually review and approve or disapprove local school courses.

3. Develop and distribute curriculum materials.

4. Provide consulting services to school jurisdictions.

5. Aid in implementation of effective highway safety education at all grade levels.

B. In addition, the supervisors should have indirect responsibility for in-service education for teachers and other activities related to improvement of teacher competency. Such a project should provide for the necessary full-time driver and highway safety education supervisors as well as for the necessary support personnel, office supplies, and equipment.

II. In-Service Scholarships for Driver Education Teachers

A. States may concentrate on improving the competence of driver education teachers. To achieve such an objective, the State Department of Education may elect to grant in-service scholarships for teachers who are certificated in fields other than driver education. The in-service educational experiences may be scheduled during the summer months as well as

during the regular school year. The courses would be designed to enable experienced teachers to acquire the basic and special skills that are essential to successful and competent instruction in driver education. In addition, such a project may provide in-service scholarships for experienced driver education teachers. Skills associated with the use of electronic simulation equipment, off-street multiple car driving ranges, and multimedia devices in driver education would be acquired or improved.

B. Such a project might also provide financial support for seminars on driver education. Such seminars would include

1. Guest lecturers drawn from the State's colleges and universities.

2. Professors involved in the preparation of driver education instructors. The seminar would serve to inform the participants as to the latest teaching techniques and approaches which have demonstrated a high degree of effectiveness in the area of driver and highway safety education.

III. High School Teaching Tools and Equipment

Where appropriate, instruction in driver education should be improved through the use of State-approved instructional materials, audiovisual teaching aids, multimedia arrangements, driving simulators, and off-street multiple car driving ranges. A project to provide such driver and highway safety education equipment to local school systems may be contemplated. Such equipment and facilities serve to enrich the driver education of all students. In addition, the teaching tools and equipment could be made available for in-service experiences for teachers.

IV. Revision of State Driver Education Guide

A. The State Department of Education should accept responsibility for preparation and distribution of a driver education curriculum guide for use in school systems. Because of the rapid advances in highway safety, existing driver education guides are often in need of improvement to include the new information and teaching methods which are available in the field. In planning for the revision, the State Department of Education should be aware of the National Highway Traffic Safety

Administration's continuing research and program activities, including those concerned with improvement and evaluation of instruction in driver education. As new research information is made available, the Department should anticipate that periodic revisions of the guide may be desirable. Although there is very little scientifically based research information now available, improvement of the current curriculum will undoubtedly be needed to update the courses to include more comprehensive coverage of certain precrash, crash, and postcrash concepts, developments, and information.

B. Under the leadership of the State Department of Education, leaders from the broad field of education should be included as consultants in revising an existing guide. Participants should also include representatives from the physical and behavioral sciences as well as driver educators and curriculum specialists.

APPENDIX E

RESOURCE ORGANIZATIONS

The following organizations may be contacted for additional specific information concerning driver education:

American Assocation of Motor Vehicle Administrators
1828 L Street, N.W.
Washington, D.C. 20036

American Assocation of State Highway Officials
321 National Press Building
14th and F Streets, N.W.
Washington, D.C. 20004

American Automobile Assocaition
8111 Gatehouse Road
Falls, Church, Virginia 22042

American Driver and Traffic Safety Education Association
National Education Association
1201 - 16th Street, N.W.
Washington, D.C. 20036

American Medical Association
Committee on Medical Aspects of Automotive Safety
535 North Dearborn Street
Chicago, Illinois 60610

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Trucking Associations
1616 P Street, N.W.
Washington, D.C. 20036

Automobile Manufacturers Association
320 New Center Building
Detroit, Michigan 48202

Highway Research Board
2101 Constitution Avenue, N. W.
Washington, D. C. 20037

Highway Users Federation for Safety and Mobility
1776 Massachusetts Avenue, N. W.
Washington, D. C. 20026

Institute of Traffic Engineers
2029 K Street, N. W.
Washington, D. C. 20006

Insurance Institute for Highway Safety
600 New Hampshire Avenue, N. W.
Suite 300
Washington, D. C. 20037

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, Maryland 20760

National Automobile Dealers Association
2000 K Street, N. W.
Washington, D. C. 20006

National Committee for Motor Fleet Supervisor Training
Institute of Public Safety
The Pennsylvania State University
University Park, Pennsylvania 16802

National Committee on Uniform Traffic Laws and Ordinances
Suite 430
1776 Massachusetts Avenue, N. W.
Washington, D. C. 20036

National Highway Traffic Safety Administration
U. S. Department of Transportation
Washington, D. C. 20590

National Professional Driver Education Association
4935 West Foster Avenue
Chicago, Illinois 60630